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ABSTRACT

This report documents the findings of a study that examined library and information services in South Dakota's state-supported academic libraries, the first such study conducted in 15 years. The state library and six schools--University of South Dakota, South Dakota State University, Black Hills State College, Dakota State College, Northern State College, and South Dakota School of Mines and Technology--were visited by a study team appointed by the Executive Director of the South Dakota Board of Regents. Institution presidents, librarians, library staff members, faculty library committee members, students, and chief academic officers were asked to describe the problems and potentials they perceived at their particular institution's libraries. The six broad topics reviewed were management, organization, access, collections, technology, and funding. Overall, it was discovered that a chronic imbalance exists between South Dakota's academic library commitment and the resources that are actually available. The major crisis is identified as the need to staff South Dakota libraries effectively; currently, library personnel are severely overworked. Other concerns and possible solutions are evaluated by topic. A sample reciprocal borrowing agreement as well as guidelines relating to access policy, bibliographic instruction, and collection development policies are appended. (SD)

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TOWARD THE TWENTY-FIRST CENTURY PUBLIC SUPPORTED ACADEMIC LIBRARIES AND THE STATE LIBRARY IN SOUTH DAKOTA

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Publication 87-6

TOWARD THE TWENTY-FIRST CENTURY

PUBLIC SUPPORTED ACADEMIC LIBRARIES AND THE STATE LIBRARY

IN

SOUTH DAKOTA

Report of a Study-team

by

Nancy Eaton, John Mayeski
and Robert D. Stueart, chair

Presented to Dr. Roger Schinness
Executive Director, Board of Regents
Pierre, South Dakota
1986

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FOREWORD

The state of academic libraries in institutions of higher education in South Dakota is an interest and concern of administrators, librarians, faculty, students and accrediting bodies. One factor which has precipitated this concern is that the traditional role of academic libraries is being augmented by technology, enhancing opportunities to become information resource centers, while at the same time encouraging cooperative arrangements and dictating different financial patterns. This dilemma, if successfully resolved, will place libraries at the very core of both campus-based and state-wide information systems and could well establish South Dakota as a model for others. Before that can be accomplished, however, several important steps must be taken.

Recognizing the important role that libraries play in the information transfer process, and a particular need to identify that role for South Dakota libraries, Dr. Roger Schinness, Executive Director of the Board of Regents, invited a study-team to review academic librarianship in South Dakota; to examine the objectives, resources and capabilities of higher education libraries and the State Library; and to make recommendations to the Board of Regents. The team is chaired by Dr. Robert D. Stueart, whose expertise is in the management of academic libraries and collection development. Two other members complete the team: Ms. Nancy Eaton, Director of the University of Vermont Libraries, a relatively small but outstanding state supported university library system, joins the team with expertise in areas of technological applications to libraries, and networking; and Mr. John Mayeski, Director of the Kearney State (Neb.) College Library, participates because of the nature of the institution he directs and, more importantly, because of his interest in organizational development. This is the first major study in over 15 years, of library and information services in the state supported academic libraries of South Dakota.

Certain background materials were provided the team members prior to their visit to each of the six schools and the South Dakota State Library, during the period November 16-24, 1986. Before the visit, an outline of areas to be addressed; schedule of people to be interviewed; and a schedule of tours of libraries was developed by the team and the process was agreed upon by presidents and staffs of each institution. Dr. Mike Hillman, Research and Academic Affairs Officer of the Board of Regents' Office, has been particularly helpful in working out the considerable logistics of the visit and gathering the required background information. He accompanied the team throughout the

visit. The six broad areas which the team identified as most important to review are: management, organization, access, collections, technology, and funding. With this outline in place, presidents, librarians, library staff members, faculty library committee members, students, and chief academic officers on each campus and members of the State Library staff were asked to describe the situation in their particular institution in regard to libraries, their problems and potentials.

The team views its charge as one of appraising the status of libraries and making some preliminary recommendations for improving efficiency, quality of service and cooperation. This can well be the basis for a long range program of cooperative library development in the state. This report reflects observations, discussions, fact-finding, and recommendations that the team accumulated, deliberated upon, and now encouraqes the Board of Regents to consider.

In the process of gathering the information and discussing potentials with interested parties, it was immediately obvious that the term "library," associated with a physical building, no longer adequately describes services which are expected to be provided by academic libraries in South Dakota. Likewise, the role of librarians as integrators of the information environment, connecting users with information regardless of its location or format, is the one which is rapidly emerging. The academic library is not a place, it is a service and the librarians - not the facility in which they work - are the providers of that service. The measure of this success is not the number of volumes circulated but rather whether the seeker of information had those needs met in a timely fashion. In such an environment the central issue to be expolored is how South Dakota libraries relate to the paradigm of the right information to the right person at the right time and in the right format.

Since the team's time was limited both while on each campus and in its report deadline, it was vitally important to talk with representatives of all different groups concerned with library service. Therefore any attempt at actual in-depth assessment of factors such as quality of collections, evaluation of staff, etc, as important as they are, has not been attempted since that would have taken away from the major charge. However observations on individual situations are included, where appropriate, to aid university and college administrators in their decision-making review.

Certain quantitative means have been employed by the team to measure accomplishments and accessibility. The best known and most widely accepted of such measurement tools are the formulae provided in the ACRL Standards for College Libraries (Chicago: American Library Association, May, 1985). While these are not

the only measures available, they do provide a legitimate means of expressing adequacy and are presented, where appropriate, in chart form in this report as basic bench-marks. One caveat must be made - as the introduction to the Standards states, "these standards are intended to apply to libraries supporting academic programs at the bachelor's and master's levels. They may be applied to libraries at universities which grant a small number of doctoral degrees, say, fewer than ten per year... They are not designated for use in ... larger universities or independent professional schools." Therefore, while application of the Standards to colleges in South Dakota is quite appropriate and their application to the two universities may be useful, it is generally conceded that more is expected of university libraries than these standards are intended to measure. As an example, some authorities have estimated that it requires ten times the library resources for a Ph.D. program as for an undergraduate one. With that caveat in mind, what follows is the team's collective best judgement of academic libraries in South Dakota.

A tendency, in many reports of this type, is to indicate that more money will solve all problems. While it is true that many problems could be resolved with the desperately needed financial support to correct historical deficiencies, it is by no means the only component to be considered. In some cases it is not even the most important. Many improvements can be accomplished by close attention to potential areas of improvement and support for changing opportunities. These are all addressed in this report.

INTRODUCTION

South Dakota's academic libraries and the State Library are central to the state's effort to provide citizens with quality and equitable higher education opportunities and they serve as valuable resources for all citizens of the state. But those libraries, at the center of knowledge based institutions, are in a period of transition, more apparent in some institutions than others. New technologies, including electronics, computerization, and telecommunications, have altered the way libraries function, or should function, and the timeliness of services they can provide. For example, shared online cataloging, whereby each institution has immediate access to cataloging information from other libraries which have contributed to a common online cataloging pool; and online bibliographic services, by which users working with librarians are able to create bibliographies of citations (some with abstracts, some with full text) on the subject at hand, are but two examples of the use of technology which has enhanced on one hand the behind-the-scenes processing of materials, and on the other the rapidity with which library users can have their information needs satisfied. The buzz word is technology. It should be obvious to anyone concerned with library development that although there are many options for technology, some of which may not currently be affordable by academic libraries, it is a given that there is little option in applying technology in the service of scholarship and good library service. The old way of doing things is not being replaced with simply a "fad", but is being augmented because resources are no longer adequate to meet growing demands. Even though there are significant start-up and maintenance costs in any new technological environment, marvels of newer technology offer a broad range of exciting and revolutionary opportunities which for the first time will allow South Dakota to view its disparate parts as a whole system of information services within the state.

But technology is not the only factor influencing change in South Dakota libraries today. An eminent scholar recently pointed out that "second to the faculty, the most important source of knowledge on a college campus is the academic library." Librarians are being challenged to maintain operations, to offer new services, and to develop more in-depth collections and to meet the needs of a larger, more sophisticated, more demanding user population, while being faced with rising costs and stable or declining budgets. Committed staffs, with "make-do" attitudes, have been able to hold things together. This short term solution cannot continue without serious consequences. Staff morale, because of these overextensions and pressures, are at a low point in some institutions.

Strategic planning, the library's place in that plan and the setting of library priorities, is an indispensable function which has not yet been set into full motion on most campuses. The setting of priorities which can most effectively be identified in such a process, would enable librarians, working with administrators and faculty, to develop realistic services to meet expectations. Every plan, program, and priority within the university or college in some way affects the library and its resources and this fact is magnified more today than ever before. No other element of the institution serves so many diverse constituencies, yet no other academic unit of the institution is scrutinized in the same way. While some administrators view the library as a "bottomless pit" where sizable portions of the institutions resources are committed, most are commmitted to adequate support; while some faculty view the library as a competitor for financial support, most faculty view it as the heart of scholarship; while some students consider it a chore to use, most students, if properly introduced, consider it an indispensable part of their education. Most, in principle, agree on the need for a good library, but there is a gap between that commitment and the reality that exists.

Chronic imbalance between South Dakota's academic library commitment and resources available threatens to become a vast gulf. A part of the problem is that, traditionally, the costs of academic libraries in South Dakota appears to have been determined not so much by program needs as by the available revenue each year, and this has produced a sporadic development of resources and services and led to an unsettled environment. Special funding, in the form of student fees, has helped develop library collections but it appears to have been accomplished at the expense of other necessary components in the total picture which must now be addressed with equal vigor.

Perhaps most importantly, the major crisis is in the need to effectively staff South Dakota's academic libraries. Currently libraries are seriously understaffed and staffs are severely overworked. Some support staffs are expected to take on conceptual issues for which they are not educationally prepared. Major problems face institutions which do not recognize the crisis. In a couple of cases strong new leadership is needed to provide the direction. In others, encouragement is needed to bring along newly appointed administrators. An academic librarian colleague rightfully pointed out that "nothing will be as important to the quality of library and information services provided to scholars and students within colleges and universities as the quality of people recruited, retained, retrained, and supported to manage and deliver those services in the next two decades." A vice-president of a prestigious university echoed that observation by adding: "the quality of the library staff during the next decade will be more important to the future health and vitality of the university than the quality of the instructional and administrative staff." (Battin, Columbia U.)

The following sections of this report identify the strengths and weaknesses of the total system and make suggestions for complementing strengths and improving upon weaknesses. A concerted effort by astute administrators, enlightened students, supportive faculty, and committed librarians will make the difference as South Dakota's academic libraries face the Twenty-first Century.

I. MANAGEMENT

Governance and management structures within academic institutions traditionally recognize the library as a vital part of the academic enterprise and legitimize that role through a variety of mechanisms, including its reporting structure, the role of librarians in curriculum development, the relationship of the library to other academic support units, the status of librarians vis-a-vis teaching and research faculty, and use of faculty committees to advise the library director. The library will be an effective academic unit to the extent that these relationships are well defined and strong.

A. Role (reporting relationship) of the Library Director in the Institution:

Typically the library director reports to the chief academic officer, along with other academic deans and directors, in order to create close coordination of library activities, services, and collections with the instructional programs. Additionally, this affords the library director equal access in presenting and defending budgetary needs.

Five of the six institutions visited had the traditional structure, with the library director reporting the the Vice President for Academic Affairs. Those five library directors also defended their budgets before their academic vice president, and several before the President as well. The exception is USD, where the library director reports to the Associate Vice President for Academic Affairs/Dean of the Graduate College, who is not on the President's Executive Council where final budget decisions are made; the library director has no direct opportunity to defend the budget before either the academic vice president or the President's Executive Council. Thus, the library director at USD is in a considerably weaker position than counterparts on other campuses for representing all facets of the program.

The directors of the USD medical library and law library are autonomous and present their plans and budget requests through the deans of the medical school and law school. Coordination between the three libraries for collection development and searching of online data bases seems quite good and is to be commended.

B. Role of the Library Director in Curriculum Affairs:

The primary purpose of academic libraries is to promote and support the academic program of the parent institution. The successful fulfillment of this purpose requires that the library

director be actively involved as an academic officer with the development of new programs and the evaluation of existing programs. Librarians should work closely with classroom faculty to gain from them a clear understanding of their educational objectives and teaching methods and to communicate to them an understanding of the services and resources which the library can offer. Such cooperation between librarians and teaching faculty should be a planned and structured activity, including participation in the academic planning councils and curriculum review processes of the institution.

The specific mechanisms for the participation of library directors and librarians in curricular development varied considerably. All campuses appeared to have adequate provision for the librarian to advise on the adequacy of library resources for proposed programs or courses, though it would seem desirable for the library director at the School of Mines & Technology to sit on the curriculum committee.

C. Relationship of the Library to other Information-Providing Units (Audio-Visual, Computing, etc.):

As a variety of information technologies have become more widely used by libraries, the need for careful planning to coordinate these activities has become paramount. The earlier functional distinctions between the library, the computer center, and audio-visual (media) services is becoming more and more blurred. The need for coordination and planning for these activities as a high institutional priority was identified and described for university medical components by Nina Matheson in her landmark study for the Association of American Medical Colleges entitled "Academic Information in the Academic Health Sciences Center: Roles for the Library in Information Management," (Journal of Medical Education, October, 1982; 57: 1-93). That same need exists for each campus and for the statewide academic system; and that coordination must be made a high priority by central administrators. A structure should be defined which formalizes these relationships and responsibilities. Libraries increasingly will rely on shared computer systems and inhouse microcomputer systems, belong to online national bibliographic networks, search reference data bases online or via inhouse laser disc systems, utilize local area networks or campus telecommunications networks; and support educational learning packages such as broadband video systems and microcomputer-based computer-aided-instruction (CAI) and "expert" systems.

It is RECOMMENDED that some attention be given to stronger coordination of activities among information providing units on each campus. The six campus libraries and the State Library are in various stages of coordination of these services. All could benefit from conceptualizing and defining these relationships for the future and for more coordination between the three areas.

D. Status of Librarians:

Librarians, including the Director, should have a graduate degree from an ALA-accredited program and should be responsible for duties of a professional nature. While some librarians hold a Ph.D., the terminal degree for the profession is a Masters in Library Science.

Most academic libraries are organized as a separate academic unit such as a department or school and hold academic status, usually comprising a "faculty of the library", which is organized and administered like other academic units. As such, librarians should be members of the Faculty Senate and participate actively in faculty governance. The recognition of librarians as faculty is based on the instructional nature of their work as librarians and is independent of any teaching they might do elsewhere in the college or university.

The librarians all have had faculty status and have participated in the Faculty Senate for many years; a librarian is president of the Faculty Senate at Dakota State College. However, on several campuses, their faculty status seems to be based on their part-time teaching in communications or media courses and not on their primary function within the library.

It is RECOMMENDED that the library faculty be separately recognized as a department or school with its own dean and that their teaching of media courses be viewed as a legitimate function within their primary library responsibilities.

Generally within the institutions, and in academic libraries nationally, ways are found to equate faculty time off (intersessions, Christmas break, etc.) to a four week equivalent of annual leave and/or compensatory time, so that the librarians can alternate time off and provide full service throughout the twelve months. This is to the benefit of the institution. What is unusual on several campuses is that faculty status has been equated with the faculty teaching calendar, to the extent that librarians take off the same faculty breaks as teaching faculty, and may have only a nine month appointment, resulting in inadequate professional coverage for weeks and months at a time. A mechanism must be found to reconcile the library's need for a twelve month service schedule and librarians' faculty status at two institutions: Northern State College and Black Hills State College. At Northern, librarians take regular faculty breaks, leaving the library director as the only professional librarian available to provide service for weeks at a time. At Black Hills, reference librarians are on nine month contracts and have no guarantee of summer contracts; this resulted in the library having no reference librarians on duty during the two FY87 summer sessions. Compounding this problem at both colleges is the fact that librarians also teach media courses in addition to their full-time positions in the library. If compensatory time is taken for class preparation and teaching (as is provided

for in the bargaining unit's contract, May 23, 1986, page 22), work remains undone in the library; however, many librarians reported that they found it difficult to take compensatory time and ended up working many uncompensated hours. In order to have an accurate assessment of professional staffing of each library, teaching time should be subtracted from the library schedule in calculating professional full time equivalents (FTE's) in the library; if this were done, each campus where librarians teach media courses would have an even lower professional FTE component than appears in Table 1.

It is RECOMMENDED that librarians be available to provide the needed professional library service during all the time that institutions are offering academic programs.

E. Faculty Library Committees:

Traditionally library directors are advised by a Faculty Library Committee, which may also have student representation. Such committees help articulate faculty needs and advocate for adequate library resources. They may also aid the library director in articulating administrative decisions concerning the library to the faculty at large. Finally, they often participate in the library's long-range planning efforts.

Dakota State College and South Dakota State University have strong, focused faculty library committees. Others have committees which met infrequently and whose members expressed considerable confusion or indifference about their roles and who appeared to have little participation in long-range planning for the library.

It is RECOMMENDED that a strong statement of purpose be developed for Faculty Library Committees on each campus, and that a formal mechanism for student input be established so that these two important categories of users understand and are supportive of the library's potential role within the institution.

II. ORGANIZATION

Efficient organization for effective utilization of the information resources of a library is a primary responsibility of the library staff. The extent to which they are given encouragement and financial support from the institution's administration and the extent to which libraries are included in campus planning reflect the institution's commitment to quality library service.

A. Planning:

Like any business organization, libraries in institutions of higher education have a need for planning. Declining student enrollments, steady-state budgets and emerging electronic technologies make the need for systematic long range planning acute. As an integral part of such an academic planning effort, the library must assess it's ability to support existing and developing programs and its ability to meet the demands of today's more sophisticated library user. This is critical to the quality of the overall academic program offered. Libraries must assess their present and developing roles in supporting the overall mission and goals of the parent institution.

It is RECOMMENDED that each of the six libraries on the South Dakota campuses initiate a strategic long range planning process. At only one campus library was it reported that systematic planning is being addressed. Such planning must be within the context of the overall planning effort on each campus. This can be achieved by including the library director in the campus planning process through membership on appropriate planning bodies and academic councils.

B. Activities and Scope of Service:

Libraries provide access to the intellectual and cultural heritage of the local community, the region, the state, the nation and civilization at large. They provide information services necessary for knowledgeable decision making in the academic, business and civil communities and provide opportunities for people to become efficient information consumers and lifelong learners. The South Dakota academic libraries and their parent institutions must reassess their priorities in the expenditure of the resources allocated to libraries. While support for the academic programs is paramount, each library must compete for scarce funds with those academic departments they are intended to support. To allow libraries to fulfill their potential roles, adequate resources, both human and material, must be made available. The efficient expenditure of these resources is the responsibility of the library.

C. Staffing:

In the library field the term "professional" is used in reference to people who have completed a bachelors degree plus a masters degree usually from a program accredited by the American Library Association. The thrust of those accredited programs maintains that the academic librarian is part scholar, familiar with some subject in depth, but more particularly familiar with the methods of investigation used by scholars in the major classification areas of humanities, social sciences, science and technology, or a professional area such as law or medicine. The professional is qualified to develop appropriate programs of service to meet the educational needs of students, faculty and other members of the academic community. The librarian's conceptual skills and technical and general knowledge are expressed in the decision making process, while support staff members, assistants, clerical workers, and student assistants, although they lack those qualifications, play an equally important but more supportive role.

Effective and efficient operation of any library requires both professional and support staff to provide quality service. More users are requesting basic, as well as more sophisticated, services and a shortage of personnel, coupled with those demands, has increased the workload of current staffs.

It is RECOMMENDED that each campus administration initiate a review of the staffing level in its library. The ACRL Standards for College Libraries might serve as a guide in this review.

In some of the libraries visited, the number of professional staff available to provide basic library service is totally inadequate. In some cases the library staff, in addition to their library responsibilities, are required to teach courses offered for credit. This dual role, as desirable as it might be under normal circumstances, is causing a hardship on these staffs and is having an adverse impact on the kinds of service the library is able to offer. In some cases the severe shortage of professional staff is alarming. (See Table 1 which illustrates how South Dakota's academic library staff numbers compare with the Standards recommendations.)

It is RECOMMENDED that a commitment be made to bringing South Dakota's academic libraries staffing patterns into reasonable line with national standards - at least to the "B" level.

Two staffing issues exist on several of the campuses and they should continue to receive strong commitment from the campus administration for their resolution. Nagging long-term personnel problems at three of the libraries was observed and is seriously affecting staff morale. These 'demoralizing' situations, if allowed to continue, could result in further deterioration of library service and must be resolved expeditiously. A second situation which requires action at a couple of the libraries, and

TABLE 1

Fall 1986
COMPARISON OF STAFFING IN
SOUTH DAKOTA HIGHER EDUCATION LIBRARIES WITH
FORMULA B - ACRL STANDARDS

INSTITUTION	STANDARDS RECOMMEND			TOTAL RECOM. BY STANDARDS		TOTAL NO. ON STAFF (Level and Percent on Standards)**	
	No. of Librarians (1 per 500* FTE Students	No. of Librarians (1 per 100,000 vols.)	No. of Librarians (1 per 5000* vols. added per year)	Libns.	Support Staff***	Libns.	Support Staff
University of South Dakota ****	11	7	4	22	38.5	15.5 (70.5%)	26.5 (68.8%)
South Dakota State University	13	5	5	23	40.25	11 (47.8%)	14.5 (36%)
Black Hills State College	3	2	2	7	12.25	3.6 (51%)	6 (48.9%)
Dakota State College	2	1	1	4	7	3 (75%)	2 (28.5%)
Northern State College	5	2	2	9	15.75	5 (55.5%)	4 (25.3%)
South Dakota School of Mines	4	2	2	8	14	2 (25%)	7.9 (56.4%)

* Or fraction thereof
** 90-100% = A Level; 75-89% = B Level; 60-74% = C Level; 50-59% = D Level
*** Allow 1.75 FTE support staff for each 1 FTE librarian
****Includes both the law school and medical school libraries

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which should be avoided on all campuses, is the extensive use of support staff in professional roles. Support staff cannot be expected to perform at the level of those who have been prepared, educationally, to assume leadership positions. Use of support staff in these roles is both unfair to the individual and reflects badly upon the library. Allowed to continue indefinitely these situations will have a long term adverse effect.

D. Staff Development/Continuing Education:

New techniques and tools render a professional obsolete unless there is some opportunity to continue to learn, some commitment on the part of the individual and the organization to lifelong professional development. Staff development and continuing education programs are not currently sufficient in this time when rapidly changing technology and expansion of parameters of service dictate a professional staff which is up-to-date to maintain quality service points. Further, the shortage of staffs limits professional development because the library cannot afford release time for those staff. Staff development is needed to strengthen the capability of the libraries to perform their mission more effectively and efficiently by encouraging human resources growth and development. An effective staff development program includes, among other things, in-service training, short courses, workshops and conferences, as well as a formal staff review process. In the libraries visited the degree of involvement of staff in staff development/continuing education activities is uneven and in some cases nonexistent. Involvement in professional library associations varies from campus to campus. The level of motivation of staff members to become involved in these activities could not be determined on such short visits. However, current continuing education efforts are not sufficient.

It is RECOMMENDED that each library director develop a plan and request for funding to the campus administration for a staff development program which would identify needs and develop expertise among current staffs.

III. ACCESS

The overarching role of academic libraries in South Dakota is to provide:

1. Resources and professional/technical assistance which complement and supplement existing and developing programs;

2. Access to the intellectual and cultural heritage of South Dakotka, the nation, and civilization at large;

3. Information services necessary for knowledgeable decision making in the academic, buisness, and civic communities; and

4. Opportunities for people to become efficient information consumers.

With those goals in mind, it is important to determine how well South Dakota's academic libararies are achieving them.

A. Written policy on use access:

Access for all has been established as the first priority of the American Library Association and, by extension, the library profession. This action is based upon a collective best professional judgement that libraries are not simply storehouses of our past, but information supermarkets, not just passive preservers of knowledge, but active perveyors of information which also leads to new knowledge.

Assistance to users in terms of locating and interpreting materials is an activity for which the professional librarian has been educated. A familiarity with sources and a knowledge of how to elicit "true questions" that users have, is second nature for the professional. This combination expedites the knowledge seeking process. For academic librarians in South Dakota, this activity is not limited to users on their own campus. Students, faculty, administrators and researchers from other institutions in the state, as well as other citizens, seek to use resources of various higher education libraries. While it is desirable, and should be encouraged, business and other community groups are actively using these resources and services thus placing greater demands on access. Use by these outside groups is not currently funded in any meaningful way by the individual institutions or other state governmental units. Resources are supplied and services are courteously rendered on an "overload" basis. Further, in at least one instance observed by the team, the resources of a

library are being developed in a subject area to meet the needs of an extension program of another state supported institution. This is being accomplished without reimbursement for the host institution, but should be recognized as an additional strain on limited resources, both staff and materials. Such arrangements should be recognized and compensated for in some sort of reciprocal agreement.

It is RECOMMENDED that the Board of Regents make an attempt to determine how much that access is costing, how much goodwill it is generating, and whether it should be maintained/expanded/curtailed.

As an example of access to outside groups, one positive result could be substantial financial support from the business community. In each institution's quest for additional funding, library resources and services are a natural area to exploit in the business and professional communities of South Dakota. This can be done, however, only with adequate support for the library's efforts.

It is RECOMMENDED that the Board of Regents encourage the development of an Access Policy which would apply to all libraries in the state supported system. (Appendix A is an example of what should be considered in such an agreement.)

B. Reciprocal borrowing agreements:

One major component of extended access is the interlibrary loan activity which continues to increase in all South Dakota academic libraries, both in terms of lending items and borrowing. But a major problem in this information access pattern for students and faculty is in the time lag in delivery of the materials once the physical location has been determined. The currently used mail service is inefficient and ineffective. In addition, limited staffing has created some delays. Courier delivery service, telefacsimile transmission, electronic mail, and other alternatives to the U.S. Postal Service will need to be explored as a complete online system concept emerges. With the automated system in place, unless there can be relatively rapid delivery of materials discovered in the database, frustration is likely to set in. It should be recognized that additional costs are likely to be incurred by the lending library in providing more and speedier document delivery. Already this is evident in the number of items loaned by the two universities. Although the interlibrary loan code guidelines suggest that those services should supplement the local collections, not substitute for basic materials, it is evident in talking with faculty, students and librarians in some institutions that heavy use is being made of interlibrary loan and in many cases this is because of a lack of depth in local resources in some subject areas. Faculty are assigning papers, particularly in upper level courses, where there are scarce resources in the home institution. Extensive borrowing of materials for that purpose is a misuse of the inter-

library loan agreement and a neglect of the home institution's responsibilities. Basic collections must be available at all institutions to meet curricular goals. If service to its own faculty and students is not to be diluted, an equitable method of funding services to other libraries and other users must be developed. Various studies indicate a variation in cost of between $2 and $12 per interlibrary loan transaction. A reasonable figure for South Dakota would probably place it around $5, a conservative estimate. In other words, it probably costs that much for a lending library to fulfill a request.

On the other hand, it has become abundantly clear that no library can afford to meet all of its users' needs solely or even largely from its own book, journal and manuscript collections. Many new formats, including such ventures as the optical disc, add flexibility and depth to collections; many new cooperative ventures from storing little used materials in a common warehouse to developing institutional collections along subject interest lines further complement each individual collection. In that regard emphasis has shifted from collections to access. Although no network will enable institutions to shift the cost of providing instructional materials, the sharing of resources promises to be one method of helping libraries stay abreast of the needs of students, scholars, and researchers. Smaller libraries need to share resources because of the economic and technological factors, and larger ones need to share because of their stated responsibilities.

In total, the state's universities and 4-year institutions provide higher education to a diverse geography, thus complicating the sharing without some use of technology. While duplication is necessary at certain levels, it is economically and physically impractical for all libraries to seek self sufficiency. A single complete database of materials - serial, non-book, and monograph - held in South Dakota libraries is necessary. Reduction of duplication and promotion of cooperative acquisitions and networking should be an early achievable goal with the online system in place. But to effect this charge requires a long range plan. A relatively good informal system is already in place. This now needs to be formalized so that each institution recognizes its responsibility. A statewise formalized plan would contain elements to strengthen library resources, keep pace with new methods of bibliographic access and computerized internal housekeeping in the most cost effective manner, support the research needs of faculty, students and other scholars, and provide a sound base for sharing resources. This plan would state: the needs and methods of meeting them; and outline the specific programs, timetables, areas of responsibility, and implementation procedures.

It is RECOMMENDED that the Board of Regents cause the development of a formalized statewide reciprocal borrowing agreement and that a statewide user card be developed for cooperative

access to collections. (Appendix B is a sample draft of a Reciprocal Borrowing Agreement.)

C. User and use studies:

It is a well known fact that students who do not know how to use the library tend not to use the library. At the same time, academic success has been inextricably tied to the effective use of libraries and the wide array of information sources they provide. However, there is little indication of a systematic approach to "information" literacy in the higher education institutions in South Dakota. Some successful attempts have been made in different libraries, from instruction in the use of libraries in a one-hour elective course, to tours of libraries for freshmen, to an occasional term-paper clinic for upper level students. Despite the commitment and efforts of librarians to this concept of "Bibliographic Instruction", it is not adequate because of lack of understanding of its importance and therefore a lack of total institutional commitment. While individual faculty do take advantage of library programs and are enthusiastic about them, unless the concept can be developed as a requirement students will not possess the knowledge necessary to compete effectively in this information age. Surely this concept is as important for students today as computer literacy. There is no reason that this gap cannot be easily filled. Part of the problem which has prevented this use in the past has been the confusion which exists on campuses in regard to what the library is able to do or should be able to do, to bolster educational activity. Studies have shown that libraries with quality services help students to take their place in a learning society, yet institutions are slow to take up the challenge. The library can be fully effective only if students know how to find, evaluate, and use information. This is a basic skill which all must acquire to function responsibly in a society where more and more information is being harvested each year. Its success depends upon the knowledge and commitment of the administration and faculty as well as librarians.

It is RECOMMENDED that the Board of Regents endorse the concept of Bibliographic Instruction for all students in institutions of higher learning in South Dakota so that they may acquire competency in the use of libraries and information resources, including modern methods of technological information retrieval.

Since, along with reading, writing, and math, library access is a basic literacy skill, students should gain an awareness of the literature of their fields and how to access, evaluate and manipulate information so that they are prepared to continue a lifelong learning process. Librarians, given the right support, should be able to use a variety of techniques for instructing users - from traditional lectures and tours of libraries; to slides and video presentations; to computer-assisted instruction. Librarians in all of the institutions are anxious and willing to work with faculty and students in instruction, in assignments,

and in many other ways. Libraries are currently one of the most important untapped educational resource for students who are entering an information age. ACRL has produced "Guidelines for Bibliographic Instruction in Academic Libraries" (See Appendix C. These guidelines should prove helpful in developing strategies for introducing bibliographic instruction into curricula.)

Libraries are attempting to provide other services as well by reaching out into the academic community. The success of those efforts sometimes rests upon the concept held by administrators as to the role of libraries in the information provision chain. Simple decisions on where to locate microcomputer work stations is but one example of this fact. For instance, microcomputer laboratories are located in all but two of the libraries observed. This should be viewed as a natural extension of the library's services. Software to complement the curriculum and research needs of faculty, students and staff should be purchased by and made available through the library. This concept should be encouraged and allowed to develop in the two remaining institutions.

Reference and many other basic services are curtailed in the summer at two institutions because librarians are not, by contract, available. Attempts, through whatever means are available, should be made to provide continuous basic library service throughout the time that classes are in session. This hinges, of course, upon staff availability. Hours of library openings are extensive, in some cases approaching 100 per week. However, due to lack of staff some of those hours are staffed only by student assistants who are not prepared to provide the quality service that might be expected of regular staff. This arrangement is both undesirable and presents potential problems for the institution. Fuller discussion of this issue is found under the management portion of this report.

IV. COLLECTIONS

No one can ignore the changes that are taking place in society, education, libraries and information services today. There is no return to a time when a few professional books and journals could answer all the questions that arise daily. Libraries now must provide ready access to the latest research, innovations, and developments in broad areas which have been identified as responsbilities according to the mission of the college or university.

Libraries are caught in a squeeze - with the information explosion and expanding user needs on the one hand and tightening budgets and spiraling costs on the other. The rate of monographic book production has doubled along with the price of those materials during the last ten years. Some types of materials have had even steeper increases. For instance, professional books which have increased over twenty percent in each of the last few years. Serials collections have suffered even more because subscriptions have tripled in cost, some increasing as much as 25 percent a year, and in certain areas - Chemistry, for example - subscriptions increased almost 500 percent in the last ten year period. Serials subscriptions now consume a larger portion of the library's materials budget than do books. At the same time the declining value of the dollar abroad has driven up the cost of foreign materials drastically. The effect on South Dakota's academic libraries materials budgets is obvious.

The library material's budget represents one of the single largest blocks of money in each of the college's and university's budget that is not committed to personnel costs. This has proven a temptation, on the part of funding authorities, to trim library materials expenditures. Were it not for the dollar or more designation of student fees for libraries there would be a disastrous shortfall in collections in South Dakota. In every instance the greatest weakness in resources, identified by faculty, students and librarians, is in periodical collections. Libraries have had to cancel subscriptions, some which are basic to the curricula, and this has placed additional strains on the interlibrary loan system already mentioned.

Given those kinds of pressures, South Dakota's library materials budgets have been trimmed to the bone. The trend must be reversed if collections are to remain relevant. A continued substantial commitment is necessary to maintain status-quo, let alone fulfill its role in a quality academic endeavor. Due to these past sporadic funding patterns, academic libraries are hard pressed to meet legitimate collection needs of users, as reflected in guidelines set by accrediting bodies. For example, the

North Central Association of Colleges and Schools' 1985 Report on the University of South Dakota states, "the university points with pride to the fact that it was raised [in] its grading with the Association of College and Research Libraries from D to C and is launched on a campaign to raise the grade to B by 1990. Even so, this grading primarily reflects number of volumes and does not include a qualitative assessment of depth of collections. Given the concerns voiced by some faculty researchers and even undergraduates as well as graduate students, more attention is needed in prioritizing acquisitions to insure that the graduate degree programs and other areas of emphasis are adequately supported"; likewise, the NCA 1985 Report on the School of Mines and Technology states "the holdings are marginally adequate to support the current undergraduate and graduate programs. In some instances they must be supplemented by heavy use of a very good interlibrary loan program." This weakness impacts directly upon the quality of the educational programs.

Evaluating libraries by counting numbers of volumes does not insure that the materials included are the right ones, or even the most appropriate ones to satisfy user needs. Some may be dated and others no longer of primary research or curricular interest to the college or university. However, it is important to have some quantitative measurement for the collections, imperfect as such "formulae" may be. When one compares the size of collections in South Dakota academic libraries with those recommended in the ACRL Standards it is obvious that as far as volume count, they partially meet recommendations. (See Table 2, "Comparison of Size of Collections in South Dakota Higher Education Libraries"; and Table 3, "Size of Collections, Volumes Added and Percentage of Increase/Decrease".) System-wide this fact is reflected in volumes available per student (See Table 4, "Average per Student for Library Services..."; and Table 5, "Average Dollars Spent on Libraries"). Much of that advancement is due to the student fees for library services which was instituted several years ago, the exact amount varying from campus to campus ($1 per credit hour to #1.33 per credit hour being designated for library materials).

A. Written Collection Development Policy:

Librarians seek to provide collections and services which support the goals and purposes of South Dakota's higher education institutions. Fulfillment can be most easily accomplished with a clear and explicit statement of library objectives so there is clear understanding and commitment by all segments of the academic community. In light of the preceeding discussion, the need for collection development statements should be apparent. Although many components of such statements already exist in some libraries, a good example is the draft statement at SDSU, there has not yet been a concerted effort to bring them together in a document which would commit all parties to library service. This is a necessary step, particularly with limited staff and resources, since such a policy would enable the institution to identify

TABLE 2

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COMPARISON OF SIZE OF COLLECTIONS
IN SOUTH DAKOTA HIGHER EDUCATION LIBRARIES*
WITH FORMULA A - ACRL Standards for College Libraries

INSTITUTION	STANDARDS RECOMMEND							Size of Collection
	Basic Coll.	Vol. per Faculty	Vol. per Students	350 vol. per B.A. Field	6000 vol. per M.A. Field	25000 vol. per Ph.D. Field	Recomm. Size	
University of South Dakota**	85000	38000	86370	19250	264000	325000	726,958	639,618 ***
South Dakota State University	85000	39900	104100	28000	168000	100000	525,000	458,403 ***
Black Hills State College	85000	11200	34200	11550	12000	0	143,870	134,226 (A)
Dakota State College	85000	6400	17265	5250	0	0	113,915	76,905 (C)
Northern State College	85000	13400	34812	18200	30000	0	181,452	152,000 (B)
South Dakota School of Mines	85000	14620	38250	4200	84000	50000	276,070	192,550 (C)

* Excludes government publications
** Includes professional schools' collections
() Indicates level: (A) Level = 90-100% of recommendation; (B) Level = 75-89% of recommendation; (C) Level = 60-74% of recommendation

*** No level can be given for university libraries, since the standards are intended for institutions with primary responsibilities of providing undergraduate education and standards relate to that thrust.

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TABLE 3

Size of Collections, Volumes Added and Percentage of Increase/Decrease in Two Reporting Periods - at 16 Year Interval[1]

INSTITUTION	SIZE OF COLLECTION			VOLUMES ADDED		
	1985-86	1970-71	INCREASE/ DECREASE (%)	1985-86	1970-71	INCREASE/ DECREASE (%)
U.S.D.	639,618*	310,000**	+329,618	19,185****	13,978	+5,207
S.D.S.U.	458,803	230,000	+228,803	21,013 ****	13,813	+ 7,200 ~~+13,487~~
Black Hills	134,226	60,000	+74,226	7,931****	7,154	+ 777
Dakota State	76,905	47,000	+29,905	2,655	4,422	- 1,767
Northern State	210,000***	120,000	90,000	7,000	10,894	- 3,894
School of Mines	192,550	110,000	+82,550	5,711****	8,926	- 3,215

[1]Source: Mc Anally, South Dakota Statistics

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* All libraries of the U.S.D. system reflected in this figure.
** It is not known whether this figure reflects law and medicine.
*** Reflects a number vastly different from HEGIS Report 1984-85
**** Does not include Government documents added.

TABLE 4

Averages Per Student for Library Services and Average Number of Volumes Per Student in Both Universities and Colleges in South Dakota and Contiguous States[1]

	UNIVERSITIES		COLLEGES	
STATE	LIBRARY $ PER STUDENT	# OF VOLUMES PER STUDENT	LIBRARY $ PER STUDENT	# OF VOLUMES PER STUDENT
IOWA	$246.82	71	$218.38	81
MINNESOTA	221.82	80	181.92	56
MONTANA	180.38	50	156.26	45
NEBRASKA	202.85	54	126.13	47
NORTH DAKOTA	153.51	40	152.70	47
SOUTH DAKOTA	184.24	56	158.62	50
WYOMING	471.10	79	92.29	31

([1]Statistics from American Library Directory, 39th Ed., 1984-85 Statistics (New York: R. R. Bowker, Co., 1986))

TABLE 5

Average Dollars Spent on Libraries
and
Average Number of Books Available
in Libraries Per Student
South Dakota and Contiguous States[1]

STATE	LIBRARY $ PER STUDENT 1985-86	# OF VOLUMES PER STUDENT 1985-86
IOWA	$245.90	71
MINNESOTA	$214.38	75
MONTANA	$172.48	48
NEBRASKA	$181.45	52
NORTH DAKOTA	$153.26	43
SOUTH DAKOTA	$179.29	54
WYOMING	$400.89	68

[1]Statistics: American Library Directory, 39th Ed., 1984-85 (New York: R. R. Bowker Co., 1986)

collection strengths, focus resources on the right subjects and the necessary depth to support the curricula, identify areas which should be shared in a cooperative acquisitions program, and deselect materials which are no longer pertinent to the goals of the individual institutions. With input and agreement from all segments of library users - faculty, students, and administrators - a collection management policy provides the framework for efficient and effective utilization of institutional resources.

There is a great diversity in the needs of individual libraries within the higher education system of South Dakota. While at the undergraduate level there is a minimum core of materials which must be immediately available locally, there are some research units - primarily the two universities - where there should be a quantity and quality of collections which assure the more extensive research need of graduate students, faculty and other researchers are being met. The arrangement whereby librarians share responsibilities with faculty for identifying materials to be purchased, seems to work well in most of the institutions. However, great care must be exercised to insure that a balanced collection approach is being achieved.

The previously mentioned coordinated access plan would contain the necessary elements to strengthen library resources in the state, keep pace with new methods of bibliographic access in the most cost effective manner, support the research needs of scholars, and provide a sound basis for sharing resources among academic libraries and the State Library. A first step would require development of a plan for coordinating the resources - cooperative acquisitions and cataloging, development of an online database of holdings, and exploration of a common storage facility for materials which are little used but in the librarians ' judgement should be retained.

The principles involved in such a cooperative venture are:

1. Collectively, the holdings of state supported academic libraries and the state library are a single statewide resource.

2. Individual institutions have missions and goals which dictate, to an extent, strengths of local collections.

3. Resource sharing is designed to make the most effective use of available funds.

4. Changing needs and clientele create the need for altered patterns of service.

Useful guidelines for the formulation of such policies have been issued by ACRL (See Appendix D).

It is RECOMMENDED that the Board of Regents ensure that each institution has the support necessary to develop a collections management policy, and encourage cooperative acquisition of ex-

pensive materials or other resources which should be located somewhere in the system but which no single library can afford.

In considering the size of collections, the major importance in numbers is the extent to which they are carefully selected and maintained to meet identified needs. This concept includes the need to remove materials which are no longer applicable to the needs of the institution and which are costly to maintain (space, repair, and other maintenance aspects mean costs are high if figured on a yearly basis). With the move toward an online system, now is the propitious time to consider removing materials which no longer meet primary needs of the institution and prior to reclassification of older books and conversion to machine-readable format.

It is RECOMMENDED that the Regents support a revision of the law which requires libraries to send discarded items to a central facility in Pierre. It is further recommended that the Regents support the notion of institutions using their own best judgement in discarding materials directly. Currently considerable effort and expense is involved in inventorying those items, storing them temporarily, and then shipping them to the State Discard Center at the State Library. Further complicating the problem is the fact that the center is not accepting any more discards at this point because of lack of space; thereby forcing each library to find space on campus to store those outdated materials.

A collection policy would also address gift collections and other very specialized collections, including archives, and how they relate to the curriculum and other goals of the institution. Special collections are available in all South Dakota academic libraries. Some are well planned and contribute to the goals of the institution, while others appear to have been accepted by the individual institutions without thorough consideration of how they contribute to the goals, where they are located, who services them, who can use them, etc. This unplanned development of special collections places additional burden on libraries and strains the provision of quality service.

Another collection development issue relates to government documents. South Dakota has no regional depository for federal documents, although each library in the system is a partial depository for certain subject areas of government documents. Some of those materials collected over the years are now dated and should be removed. Some libraries, the School of Mines and Technology for example, have begun to identify those materials not being used and to relegate them to a storage area; other libraries do not have the facilities to do that. Complicating the problem is the fact that the federal depository system prohibits discarding those materials by maintaining that at least one copy must be retained in the state or in a contiguous state under a formal contract.

It is RECOMMENDED that the Board of Regents encourage a

speedy resolution to the dated federal documents problem by facilitating either the identification of one of the system's libraries as the depository; or, more desirable, work out an arrangement with a university system in a contiguous state, possibly North Dakota or Minnesota.

B. Preservation:

Loss of materials through theft and deterioration continues to be a major problem facing academic libraries in South Dakota. From problems of acid-paper which every year destroys portions of all collections (a recent study at Yale University revealed that 45 percent of its collections is too brittle to survive this century; at the Library of Congress it is estimated that 78,000 volumes move into the brittle category each year), to improper climatic control allowing for mildew or vermin damage, preservation problems are facing South Dakota's academic libraries. Attention to this developing issue is particularly important for some of the unique collections and manuscript holdings. Some periodical collections are being maintained under less than ideal conditions. Some storage facilities which, though limited, are available have no climatic control. A new national Commission on Preservation and Access, sponsored by the Council on Library Resources, is systematically addressing issue of preservation and conservation. Further awareness of this national problem is reflected in activities of the American Library Association, the Society of American Archivists, the Association of Research Libraries, Online Computer Library Center, the Research Libraries Group, the Council on Library Resources, and others.

The fact that an institution is of relative small size does not protect it from the effects of acid paper or lack of climatic control. As libraries of scholarly record in the state, the two university libraries particularly should be encouraged to explore options available, working with the State Library to develop preservation plans. There seems to be a lack of general awareness and of adequate understanding to deal with the problem in South Dakota. For instance, presently there is no library with microfiche production equipment and none with fumigation or deacidification equipment. The experience that the School of Mines and Technology library had a few years ago with the flood is an example of a disaster which should have contingency measures spelled out.

It is RECOMMENDED that the Board of Regents appoint a task force to study the needs, educational program possibilities, and disaster planning measures necessary for South Dakota's academic libraries and the State Library. One eventual outcome might be a recommendation for state appropriations to create a conservation center somewhere in South Dakota.

V. TECHNOLOGY

Libraries increasingly are managed with the aid of automated library systems and networks, and information itself is increasingly distributed in electronic formats. According to John Naisbitt in Megatrends, scientific and technical information is doubling every 5.5 years. (Naisbitt, Megatrends, p.24). Library networks, online data bases, and optical (laser) disc systems have evolved since the early 1970's as techniques for managing the quantities of information, for slowing the rise in labor costs for acquiring, cataloging and circulating materials, and for facilitating resource sharing among institutions. Self-sufficiency of library collections at the campus level, once the aim of most libraries, is no longer possible, even for the largest and most prestigious universities, due to inflation. Failure of South Dakota academic libraries to stay competitive in the area of information technology will handicap its faculty and researchers in the performance of their responsibilities.

A. National network membership (OCLC):

All libraries visited are members of the OCLC national automated library network and are using OCLC for cataloging and interlibrary loan, which should continue to be supported. The libraries have, to varying degrees, used OCLC to begin conversion of the information in their card catalogs to machine-readable format, in anticipation of a statewide automated library network. Given the eminance of that network, campuses should make resources available to speed up this data conversion. Use of OCLC's microcomputer-based MicroCon conversion methodology should be examined as a cost-effective alternative to online conversion.

It is RECOMMENDED that the retrospective conversion of files into machine readable format be given priority in all libraries in light of the developing online systems planning.

B. PALS Statewide Network:

South Dakota is about to take a momentous step forward in the utilization of computers for libraries. It's librarians have been working toward the implementation of a statewide library network for five years, and a contract has been signed by Black Hills to implement the PALS system, with the intention of expanding the system to other institutions as soon as funding is in place. A great deal of effort has gone into this planning; and all concerned should be commended. Failure to fund the network at this stage would be a terrible waste of already expended human energies.

It is RECOMMENDED, in the strongest terms that the Board of Regents support the funding request to the Legislature and move this project forward with deliberate haste.

The librarians, Board of Regents staff, and Governor's staff have devoted much of their attention to selecting the automated system and to start-up funding for the network, which is understandable. It is now time to settle quickly the governance structure and administrative responsibility for implementation, which has already begun; these issues are lagging behind the actual implementation of the system. Lines of authority and daily operational responsibilities must be clear.

It is RECOMMENDED that a governance structure document, outlining administrative responsibilities for the system be adopted before the libraries get further in developing the system.

Black Hills State College has received the central PALS computer equipment and has begun to install the system in its own library. This has occurred because Black Hills received a Higher Education Act Title III grant and had funds available to begin the project. The State Library, as the legislatively responsible body for statewide library coordination, has been designated to operate the network as soon as other libraries are funded. Contractual arrangements should be worked out whereby the State Library devotes at least one full-time library automation specialist to administer the network, physically housing that individual at Black Hills, where the central system is located. Daily operation should be subcontracted by the governing board of the network to Black Hills computing staff, with the subcontractor reporting to the State Library's network administrator. Black Hills library staff is not adequate to maintain its own library services and also implement the network beyond its own library; nor should Black Hills be expected to devote these resources without recompense. A clear, equitable contractual relationship will facilitate and clarify the roles and responsibilities of Black Hills and State Library staff. Staff required to operate the system and to train staffs of member libraries should be built into the continuing costs of each institution, proportional to use on the system.

It is RECOMMENDED that a staff position be developed at the State Library to assume the responsibilities of coordinating the development and use of the emerging system. It is further recommended that projected PALS costs be estimated at least through 1990 so that everyone will have a clearer picture of costs.

The PALS central computer equipment could be located permanently at either Black Hills or Sioux Falls, based on availability of Sperry maintenance and parts in those areas. Since maintenance is quite good at Black Hills, due to its proximity to

Ellsworth Air Force Base which also has Sperry equipment, Black Hills appears a good permanent location. The only reason to reconsider that location would be if the telecommunications network costs and design would be facilitated by having the CPU in the Eastern half of the state.

The strategy for funding the PALS network has been to utilize the HEA Title III funds from the Black Hills grant to get the minimum central equipment inhouse and to bring up the Black Hills Library. The legislature is being asked to fund $600,000 for the minimum required start-up terminals and enhancements to the central CPU for the other publicly funded academic libraries and the state library. After initial start-up in year 1, each campus is then responsible for funding its own growth on the system as its use increases. Given the changes in librarians, campus presidents, and the governor's staff during the network development, it is critical that the Board of Regents communicate clearly to each campus that the Legislative funding is start-up only and that each campus must thereafter provide funds for future growth. The number of terminals budgeted for each library during the first year will not support all their future uses of the system. There should be a five year network growth projection, by library, and that projection should be revised yearly based on actual experience in operating the network and on transaction loads per library. It would be advisable to bring the State Library's original consultant back each year to evaluate actual (as opposed to projected) system loads and to recommend on system hardware expansion. Experience in other libraries indicates that once the system is installed, staff and users will find new uses not comtemplated in the initial projections.

C. Telecommunications:

The original telecommunications plans are for dedicated point-to-point lines between Black Hills and the other library sites, with multiplexors in each library for distribution of terminals within the library. While that design is adequate for inhouse library terminals, it does not take into account the desire which will come very quickly from students and faculty who have their own microcomputers or terminals to dial into the data base from home and office. Nor have any of the campuses yet explored the desirability of linking the centralized library system to their own campus networks for distributed access anywhere on campus. The original design will serve the short-term purposes of the network; however, those campuses (Dakota State College, South Dakota State University, and the School of Mines) which are close to implementing or have implemented a campus network should consider placing the library on that network for remote access to the library's catalog.

It is RECOMMENDED that, long range, the Regents' exploration of a gateway device should include access to the PALS system in that analysis, and that, short-range, insurance be given that the

libraries will be part of the campus wide networking systems which are developing.

D. Electronic Information Systems:

All South Dakota academic libraries are offering online searching of major bibliographic data bases by librarians. However, the volume of searching is low and the service is not widely advertised, due to lack of staff to handle a large volume of searching. The USD Law Library is being the most aggressive about new end-user searching, teaching students to do their own searches on Westlaw and LEXIS, a direction that all the libraries should be moving in.

Most campuses charge for searching, due to the inadequate material budgets even to purchase traditional books and journals. As more and more information is available electronically, however, the use of fees will inhibit many students and faculty from having access to this information.

It is RECOMMENDED that the Board of Regents and campus officials consider carefully the long range implications of such restrictions on information access due to fees. One promising development is the new optical (laser) disc technology which can store large data bases on small discs which can be used with microcomputers inhouse, thus eliminating the expensive telecommunications costs associated with online searching. Dakota State College is about to acquire an encyclopedia on laser disc for use with undergraduates; they should be commended for exploring the use of this option in electronic information, and the other libraries should now begin to consider acquiring such information sources. As more data bases are available, the number of users increases, and the production costs of the discs drop, this technology has the potential of reducing the per search cost of data bases significantly. Examples of data bases now commercially available from publishers on CD-ROM laser discs are ERIC, PsychLit, IEEE journals, ISI medical and scientific data, and Dissertation Abstracts.

E. Systems Integration and Workstation Design:

Campuses such as Brown University, MIT, Dartmouth, and Carnegie Mellon are pointing the way to a network design concept which the PALS and campus administrators should be working toward as they move through the system implementation. The concept uses a combination of workstation software and system gateways which allow the users to move in and out of specific networks and data bases. It would allow users on a campus Local Area Network to gateway into the campus multiplexor for PALS and to search PALS directly. While this is a long range strategy to be pursued, it is the direction that most campuses are taking; and South Dakota should do likewise.

VI. FUNDING

Money is the one tangible source of support for library programs. It is important to look at South Dakota's academic libraries support in three areas: materials, personnel, and space. Much of the preceeding discussion relates to how well the library is supported financially to enable the achievement of goals. Although a great deal depends upon the enthusiasm of the staff and the innovative nature of the library leadership, it is difficult to achieve distinction without commitment to development of resources.

A. Materials:

Two methods of evaluating and comparing library allocations are in the previously mentioned Table 4, "Average Per Student for Library Service and Average Number of Volumes Per Student" and Table 5 , "Average Dollars Spent on Libraries and Books Available." Although there are no absolutes in measuring the adequacy of a library's financial support, these serve to illustrate South Dakota academic libraries' comparative budget status.

Fifteen years ago only two of the six institutions failed to devote close to five percent of their E&G budgets to the library (McAnally, p. 7). This was because a series of special grants were being made by the state legislature to attempt to bring the size of collections into line with national standards. (See Table 6, " Percentage Distribution of Library Expenditures.") Since then those percentages have diminished considerably. Table 7, "1986-87 Budget Comparison of Budgets in South Dakota Higher Education Libraries with Recommended 6% in the ACRL Standards" reflects the current situation of the libraries. The almost crisis situation in regard to resources is reflected in comments made by faculty and staff at all six campuses. On several campuses the meager budget to support periodical and monographic purchases is considered critical. For instance, to realize that only $2500 is being spent on monographs at the USD Medical School Library and relatively little more at the Law School Library is appalling. At most of the campuses even the core collection of books to support basic undergraduate papers is claimed by some to be inadequate. Higher than average interlibrary borrowing of basic materials at some libraries documents this concern. This has already been discussed in some detail under the section on access.

It is RECOMMENDED that the Board of Regents submit a supplementary funding request to the State Legislature to increase funding for materials. It is further recommended that each

TABLE 6

Percentage Distribution of

Library Expenditures in 3 Major Categories[1]

At 15 Year Intervals

INSTITUTION	1984-5 TOTAL	MATERIALS			SALARIES			OTHER(Equipment, etc.)		
		1984-5 AMOUNT	1984-5 %	1970-1 %	1984-5 AMOUNT	1984-5 %	1970-1 %	1984-5 AMOUNT	1984-5 %	1970-1 %
U.S.D.	1,099,061	506,799	46	41	455,717	41	55	146,545	13	4
S.D.S.U.	1,278,696	572,846	45	50	532,818	42	44	173,032	13	6
Black Hills	348,901	71,376	20	35	196,064	56	55	81,461	24	10
Dakota State	210,071	85,063	41	34	109,812	52	56	15,196	7	10
School of Mines	379,035	167,691	44	45	184,491	49	48	26,853	7	7
Northern State	387,622	197,510	51	39	176,336	45	55	13,776	4	6

[1]Sources: McAnally, 1972, p. 53; HEGIS Reports, Nov. 1985.

U.S.D.										
Law	341,571	172,378	50		139,319	41		29,874	9	
Medicine	443,840	189,020	43		182,340	41		72,480	16	

TABLE 7

1986-87 BUDGET

COMPARISON OF BUDGETS IN
SOUTH DAKOTA HIGHER EDUCATION LIBRARIES
WITH
RECOMMENDED 6% IN ACRL STANDARDS

INSTITUTION	Total E& G Budget	Total Library Budget	Percentage of E&G for Library	Percent and Dollar Amount Recommended	Difference in Dollars (and percent)
University of South Dakota	$40,980,089	$1,747,534*	3.75%	2,458,805	-711,271(-2.25%)
South Dakota State University	$48,462,386	$1,345,032	2.78%	2,907,743	-1,562,711 (-3.22%)
Black Hills State College	$12,999,552	$ 351,973	2.7 %	779,973	-428,000 (-3.30%)
Dakota State College	$ 4,229,263	$ 196,294	4.64%	253,756	-57,462(-1.36%)
Northern State College	$ 6,904,028	$ 421,447	5. %	414,241	-7,206(-1. %)
South Dakota School of Mines	$16,825,094	$ 379,035	2.25%	1,009,506	-630,471(-3,75%)

*Includes both law and medicine

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campus study the funding situation in the library for the purchase of materials and take steps to correct imbalances as soon as possible. However, student fees cannot be looked to as a source for further bail-out, since they seem to be nearing maximum affordability.

Basic to a good library is the quantity and quality of its collections. In addition to providing "books" the library must be funded adequately to employ new technologies to access information. The use of microcomputers, online database searching, and end-user systems such as CD ROM's and laser/optical disks to access information should be expanded and viewed as essential complements to the collection of materials provided. The infusion of adequate materials funding is essential.

The critical and core problem is the continuing failure of South Dakota academic libraries to approach the national standard level of six percent of E&G budgets. This dilutes the educational experience possible for South Dakota post-secondary students who simply do not have the informational resource base of some other states whose institution's libraries have achieved a higher percentage of the E&G budget. (See Table 7, "Comparison of Budgets in South Dakota Higher Education Libraries"; and Table 8 presents a "General Profile of South Dakota Higher Education Libraries".)

B. Staff Salaries:

The average beginning salary for new graduate librarians in 1985 was $19,753 (Library Journal, Oct. 15, 1986, p. 33).

Salary averages within the state of South Dakota on first glance appear to be competetive. However, this does not reflect years of professional experience. Computed on a monthly basis, some librarians in the system earn salaries well below the recommended average beginning salary. There is a national shortage of qualified librarians and unless South Dakota can remain competetive, problems may be experienced in recruiting good librarians into academic libraries in the state. Already problems exist in recruiting for the positions which are currently vacant.

It is RECOMMENDED that the administration of each institution be appraised of current market trends and salaries of professional librarians and that efforts be made to assure that salaries remain competetive. It is further recommended that the Regents urge the institutions of higher education to provide the necessary funds to allow full staffing in accordance with standards and permit average salaries to be competetive with national averages (see Table 1, "Comparison of Staff in South Dakota Institution Libraries").

TABLE 8

General Profile
South Dakota Higher Education Libraries
and Those of Contiguous States[1]

STATE		BUDGET	ENROLLMENT	$ PER STUDENT	HOLDINGS	# BOOKS PER STUDENT
IOWA	Univ.	16,655,141	67,479	$246.82	4,761,811	71
	Col.	491,361	2,250	$218.38	182,300	81
MINNESOTA	Univ.	11,822,303	53,298	$221.82	4,249,589	80
	Col.	2,219,462	12,200	$181.92	687,192	56
MONTANA	Univ.	3,607,256	19,998	$180.38	997,668	50
	Col.	1,520,889	9,733	$156.26	440,000	45
NEBRASKA	Univ.	7,718,058	38,049	$202.85	2,053,637	54
	Col.	1,855,704	14,713	$126.13	697,876	47
NORTH DAKOTA	Univ.	3,139,747	20,453	$153.51	826,056	40
	Col.	1,377,471	9,021	$152.70	428,178	47
SOUTH DAKOTA	Univ.	2,347,535	12,742	$184.24	714,184	56
	Col.	1,451,567	9,152	$158.62	457,708	50
WYOMING	Univ.	4,756,200	10,096	$471.10	793,395	79
	Col.	212,000	2,297	$92.29	88,359	31

[1]Source: Statistics taken from American Library Directory 39th Ed., 1984-85. (New York: R.R. Bowker Co., 1986).

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C. Facilities:

Table 9, "Comparison of Net Assignable Space in South Dakota Higher Education Libraries with Formula C - ACRL Libraries" reflects the adequacy of libraries compared to minimum space standards. Northern State College falls below recommended levels, and the University of South Dakota is currently at capacity and experiencing serious space problems. The Medical School Library at USD is severly cramped, to the point of being able to seat only a minimal number of students and it has been forced to institute a policy of "one book in, one out." On the average, libraries should be able to seat about fifteen percent of the student body. Both Northern and the University of South Dakota fall below that figure.

Inadequate space for collections has forced library administrations to choose alternatives which have invariably led to disruption of library service. The removal of seating space for studying is the most notable example, and this has been combined with the inconvenience of reaching books shelved on unreachable top shelves in book stacks and narrow aisle spaces. These arrangements prevent access by the handicapped and necessitate the use of ladders by other users. Inadequate study room forces students to seek alternative study locations which further discourage use of the libraries. It is a catch-22 situation -to provide more user space requires more materials being placed in storage; collections placed in storage are inaccessible and difficult to use. Continued attention to space planning is warranted, not only in the libraries with the greatest need but in the remaining libraries in anticipation of inevitable growth.

It is RECOMMENDED that the Board of Regents implement a process to address space requirements at each of its campus libraries. It is further recommended that the Board make a special effort to address the critical space problems at Northern State College and at the University of South Dakota in both the main library and the medical library.

TABLE 9

COMPARISON OF NET ASSIGNABLE SPACE IN
SOUTH DAKOTA HIGHER EDUCATION LIBRARIES WITH
FORMULA C - ACRL STANDARDS

INSTITUTION	STANDARDS RECOMMEND							Net Space Available (No. of seats and % of student body seated)
	a) User space (25 sq. ft. per 1/4 of students	b) Books 0-150,000 =0.10 s.f.	150,000-300,000= 0.09 s.f.	300,000-600,000= 0.08 s.f.	600,000+ = 0.07 sq. ft.	c) Staff space 1/8 of a) + b)	Net space recom.	
University of South Dakota	31,650	15,000	13,500	24,000	2,773	10,863	97,786	97,186(677=13%)
South Dakota State University	39,175	15,000	13,500	12,704		10,047	90,426	98,000(1054=17%)
Black Hills State College	11,500	13,129				3,085	27,764	33,682(675=37%)
Dakota State College	4,450	10,146				1,825	16,421	22,048(350=49%)
Northern State College	14,500	15,000	1,206			3,838	34,544	29,852(260=11%)
South Dakota School of Mines	10,900	15,000	13,540			4,930	44,370	56,200(307=18%)

* 90-100% = A Level; 75-89% = B Level; 60-74% = C Level; 50-59% = D Level
All are at A level, except Northern which is at B level

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APPENDICES

A - D

APPENDIX A

ACCESS POLICY GUIDELINES*

Introduction

The following guidelines have been developed to assist academic libraries, whether public or private, urban or rural, in codifying their policies with respect to access by persons other than their respective primary clientele. The guidelines are intended to deal primarily with on-site access, but they may be used as the basis to cover other means of community access such as written and telecommunications inquiries.

The goal of total access to information is a major concern of librarians as articulated by the ALA Goal and Objectives statement, the first objective of which is as follows:

> Provision of library and information services and resources for all the people of the United States of America in order to increase their opportunity to participate in society, to learn to achieve self-fulfillment to pursue careers, and to obtain information needed for research.

In addition, the National Commission on Libraries and Information Science has stated in its report, Toward a National Program for Library and Information Services: Goals for Action,

> ...the total library and information resource in the United States is a national resource which should be developed, strengthened, organized, and made available to the maximum degree possible in the public interest. This national resource represents the cumulated and growing record of much of our nation's, and indeed, much of the world's total cultural experience-intellectual, social, technological and spiritual.

While these two statements do not necessarily imply on-site access, or the other forms discussed, many academic libraries are mindful of the need to articulate clearly their policies relating to collections and services.

*"Access Policy Guidelines," Association of College and Research Libraries News, American Library Association, Volume 36, Number 10, Nov. '75, pp. 322-323.

Institutional goals and circumstances are highly variable, making it both unworkable and undesirable to be prescriptive in approaching the question of community access to library collections and services. Public and private academic libraries have an obligation to examine their particular institutional goals as well as specific educational and legal responsibilities preparatory to articulating a policy on community access. The purpose of sharing library resources consistent with such a policy is to ensure that appropriate use is made of all collections and services. The reader must be assisted in terms of where to go first for material and what steps are necessary to obtain the information on material needed.

For the purposes of this document, "community" is considered to include those individuals outside the library's primary clientele who may have occasion to make personal use of its collections and/or services.

Frequently libraries within the community have developed cooperative use agreements on the basis of the types of material collected and general, consequent strengths associated with the respective libraries. This development provides a reasonable basis for instructing a variety of users in the appropriateness of using various collections.

Whether or not formal cooperative agreements exist, librarians are obligated to be well-informed about the policies and resources of other libraries in the area in order to make appropriate referrals. All libraries, regardless of size or prestige, have something to contribute to total information resources, and informal cooperation can help to alleviate the problems associated with community access to academic libraries.

It is recommended that the policy statement be made available to all users in an attractive format.

Outline

Consideration of the following outline may be helpful in arriving at and stating an access policy:

1.0 PURPOSE OF LIBRARY

2.0 COLLEGE OR UNIVERSITY LIBRARY CHARACTERISTICS

2.1 Location of library - urban, rural.

2.2 Source of library funding, public, private.

2.3 Strength of library collections.

2.4 Number of persons constituting primary clientele.

2.5 Space/seats available for users.

2.6 Service personnel available by function location, day and time.

ACCESS POLICY GUIDELINES (Cont'd)

2.7 Administrative services - where policy inquiries are to be directed.

2.8 Legal obligations and restrictions.

3.0 COMMUNITY FACTORS

3.1 Other libraries in the community.

3.1.1 Location.

3.1.2 Size.

3.1.3 Nature of collections.

3.1.4 Services.

3.1.5 Clientele.

3.1.6 Regulations for use.

3.1.7 Networking and cooperative arrangements.

3.2 Social and political factors.

4.0 CHARACTERISTICS OF POTENTIAL USERS AND USE

4.1 Size of groups.

4.2 Age and educational level.

4.3 Nature and purpose of use.

4.4 Types of material to be used.

4.5 Hours of use.

4.6 Services required.

4.6.1 Informational and directional assistance.

4.6.2 Reference assistance.

4.6.3 Borrowing: registration, notices, billing, etc.

4.6.4 AV systems and equipment use.

4.6.5 Copying service.

4.6.6 Use of meeting space, display space.

4.6.7 Interlibrary loan.

4.6.8 Special fee-based services.

NOTE: Specific institutional policy statements should incorporate relevant factors from the foregoing outline. It is not intended that the outline itself prescribe the form and character of the resulting policy statement.

Sample Outline
For a Policy Statement

1. Definition of library purpose

   Statements of mission and goals immediately establish the basis for public expectations. For example, if users not immediately associated with the particular institution are told they do not constitute part of the primary clientele, they have modified expectations. This statement ought to be presented in positive language, briefly stating the nature of the library mission.

   An example of such language follows:

   The library constitutes a vital instructional and research arm of the University of_____and exists primarily to contribute to the university's teaching and research functions. In addition, the library seeks to serve the citizens of the State of_____, consistent with its primary function and within the limits of its resources.

   If liberal access and service are the norm, this can be reflected in the mission statement. A statement of how the library fits into a general plan of library services among libraries in the state or other organized service groups might also be included, if available.

2. Basis for community service.

2.1 Definition of community.

2.2 Categories of eligible users.

3. Specification of identification and types of access.

3.1 I.D. cards, or introductory letters from home institutions, consortia cards, or cooperative library cards, etc., required.

3.2 Non-fee access.

3.3 Fee access.

3.3.1 Identification of fee categories and amounts.

3.3.2 Basis of valid fee period (i.e., semester, quarter, fiscal or calendar year, etc.).

3.3.3 Payment details (when and where).

4. Services.

4.1 Circulation regulations.

4.1.1 Identification required of user.

4.1.2 Loan periods if applicable (specify general use materials not subject to loan and loan periods by type if applicable).

ACCESS POLICY GUIDELINES (Cont'd)

4.1.3	Access to special collections or library branches if not covered above.
4.1.4	Special distinctions among nonaffiliated users if applicable (e.g., students from other colleges, schools, teachers, other professionals).
4.1.5	Sanctions (including fines and replacement of lost or damaged material).
4.2	Security measures - exit control.
4.3	Information services.
4.3.1	Description of available services by broad subject or type (e.g., humanities, documents, archives, maps, etc.) and location.
4.3.2	Basis of access (in-person, phone, letter, etc.)
4.3.3	Hours of service (noting special limitations for community users).
4.4	Other services.
4.4.1	Reproduction services and costs.
4.4.2	AV equipment and personnel available.
4.4.3	Conference rooms/auditoriums (availability and process for reserving).
4.4.4	Display space.
4.4.5	Special fee-based services (e.g., access to computerized bibliographic data bases).

References

1. American Library Association. "Goal and Objectives of the American Library Association" as adopted by the Council of the American Librry Association, January 24, 1975.

2. U.S. National Commission on Libraries and Information Science, "Toward a National Program for Library and Information Services: Goals for Action" (Washington, D.C.: 1975) p.x.

APPENDIX B

RECIPROCAL BORROWING AGREEMENT*

In order to provide greater and more convenient access to resources for the members of their institutions, the_____ _____as indicated by the signatures on the attached sheet, hereby enter into an agreement to extend reciprocal library borrowing privileges to students, faculty and staff of each participating institution.

Borrowers will identify themselves by presenting current and valid identification cards as issued by their respective institutions. Upon presentation of such identification the bearer shall be permitted the use of materials from the host library under the rules and conditions which prevail at that library. Should a borrower incur fines or charges for the loss or damage of borrowed materials, the borrower is responsible for payment of those charges to the lending institution. Should a borrower fail to make prompt payment of the charges, the home institution agrees to assess the payment to the borrower in a manner appropriate to the home institution.

In_____, and annually thereafter as long as this agreement is in effect, the participating libraries agree to pay any unpaid assessments for lost or damaged materials incurred by their patrons. It is expected that the majority of such charges will have been paid by the responsible borrower, but in the event the collection of such charges proves unsuccessful the two concerned libraries will settle the accounts in the interest of good interinstitutional relations. The individual institution may, of course, continue their efforts to collect the payments due from individual borrowers enrolled with or employed by them.

Copies of the lending policies of each library are attached to this letter of agreement. Each library will assume responsibility for notification to members of its institution concerning the terms and conditions of this agreement. Any library may withdraw from this agreement effective July 1 of a given year providing written notice is given to other participants a month in advance.

Each library agrees to provide to the others, upon request, the latest known address and telephone number of a student, faculty, or staff person for pusposes of mailing or telephoning overdue or recall notices.

Each library will send overdue, recall, and billing statements directly to borrowers regardless of institutional affiliation. After two notices, the lending library will notify the home library of the delinquent borrower in writing or unreturned items and charges to be collected for payment to the lending library.

*Form adopted by Colorado Council of Academic Libraries in 1984. Reproduced here as an example only.

APPENDIX C

GUIDELINES FOR BIBLIOGRAPHIC INSTRUCTION IN ACADEMIC LIBRARIES*

The college and university library performs a unique and indispensable function in the educational process. It bears the central responsibility for developing the college and university library collections; for extending bibliographic control over these collections; for instructing students formally and informally; and for advising faculty and scholars in the use of these collections.

In order to assist college and university libraries in the planning and evaluation of effective programs to instruct members of the academic community in the identification and use of information resources, the following guidelines for bibliographic instruction in academic libraries are suggested:

1. Access the needs of its academic community for orientation to the library's facilities and services, and for instruction in the use of the library's collections and bibliographic structure.

2. Prepare a written profile of the community's information needs.

3. Develop a written statement of objectives of bibliographic instruction which:

   a. Includes immediate and long range goals with projected timetables for implementation.

   b. Is directed to specific identified needs within the academic community, and permits various methods of instruction for all segments of the academic community who have a need to use library resources and services.

   c. Outlines methods by which progress toward the attainment of instructional objectives can be measured. Methodology must provide for measures of learning.

4. Provide continuing financial support for bibliographic instruction:

   a. Clearly identifiable within the library's budget program and statements.

   b. Sufficient to provide the professional and supportive staff, equipment, materials and facilities necessary to attain the delineated objectives.

*ACRL guidelines published in College & Research Libraries News, No. 4 (Apr. 1977), p. 92, Section B of College and Research Libraries, v. 38, no. 2.

GUIDELINES FOR BIBLIOGRAPHIC INSTRUCTION IN ACADEMIC LIBRARIES (Cont'd)

5. Employ librarians and other qualified staff to plan, implement and evaluate the program.

   a. Inclusive of persons with training in: various academic disciplines, the identification and use of library resources, teaching skills, preparation and use of audiovisual and other instructional materials, preparation and use of evaluative instruments, clerical skills.

   b. Insufficient numbers necessary to attain the dilineated objectives.

   c. Clearly identifiable and of a status similar to persons responsible for planning, implementing and evaluating the other major functions of the library.

6. Provide facilities, equipment and materials.

   a. To accommodate the preparation of instructional materials and the presentation of various modes of instruction (individual, small or large group, lecture, discussion, media, etc.

   b. Of sufficient size, number and scope to accommodate the attainment of the delineated objectives.

7. Involve the academic community in the formulation of objectives and the evaluation of their attainment.

8. Evaluate regularly the effectiveness of the instructional program, and demonstrate substantial attainment of written objectives.

APPENDIX D

GUIDELINES FOR THE FORMULATION OF COLLECTION DEVELOPMENT POLICIES"*

2.2 Elements of a collection development policy statement.

2.2.1 Analysis of general institutional objectives including:

1. Clientele to be served.
2. General subject boundaries of the collection.
3. Kinds of programs or user needs supported (research, instructional, recreational, general information, reference, etc.).
4. General priorities and limitations governing selection, including:
   a. Degree of continuing support for strong collections.
   b. Forms of material collected or excluded.
   c. Languages, geographical areas collected or excluded.
   d. Chronological periods collected or excluded.
   e. Other exclusions.
   f. Duplication of materials (generally treated; but see also 2.1.1., Note, which states: The collection development policy statement addresses the question of breadth and depth of subject coverage. Libraries will need to formulate separate statements of policy relating to duplication of materials; and such additional policy statements must be given consideration in fund allocation.).
5. Regional, national or local cooperative collection agreements which complement or otherwise affect the institution's policy.

2.2.2 Detailed analysis of collection development policy for subject fields. The basic arrangement of this analysis is by classification; a parenthetical subject term follows the class number for ease of interpretation. A suggested minimum of refinement of the Library of Congress classification on which to structure the analysis is the breakdown into approximately 500 subdivisions used in Titles Classified by the Library of Congress Classification: Seventeen University Libraries. Preliminary ed. Berkeley, General Library, University of California, 1973. (A list of the classes used in that survey is appended to these guidelines.) For Dewey or other classifications, a comparable refined breakdown should be attempted.

*"Guidelines for the Fomulation of Collection Development Policies," published in Library Resources and Technical Services, American Library Association, Volume 21, No. 1, Winter, 1977, pp. 44-45.

Note: This recommendation indicates a minimal refinement of classification analysis needed to permit inter-institutional comparisons. Many libraries will prefer to analyze their collections in greater detail

For each subject category (i.e., classification number or group of numbers), indicate the following:

1. Level of collecting intensity codes to indicate:
   a. Existing strength of collection.
   b. Actual current level of collection activity.
   c. Desirable level of collecting to meet program needs.
2. Language code or codes.
3. Chronological periods collected.
4. Geographical areas collected.
5. Forms of material collected (or excluded).
6. Library unit or selector with primary selection responsibility for the field.

2.2.3 Detailed analysis of collection development policy for form collections.

In some libraries special collection development policy statements are required for certain forms of materials, where policy governing the collection of those materials differs from the library's general policy for subject collections. Some examples of forms for which special policy statements may be needed include:

1. Newspapers
2. Microform collections
3. Manuscripts
4. Government publications
5. Maps
6. Audio-visual materials
7. Data tapes

Where possible, it is desirable that the basic structure of the policy statement for a form collection follow subject classification; but with some form collections it will be necessary to use another primary arrangement (kind of material, area, etc.). For example, the policy statement for a map collection might be divided first into "general maps," "topographic maps," "thematic maps," "raised relief maps," etc., with sub-division by area classification; that for a newspaper collection might be primarily by political division.

Whatever the basic structure chosen, the detailed analysis of collection development for a form collection should include the elements identified in 2.2.2 (1)-(6) above.

2.2.4 Indexes

The information in the policy statement should be made accessible for a wide variety of purposes. To this end an index should be appended which correlates subject terms to class numbers. Individual libraries may also wish to index by academic programs, library units, or other key words or concepts.